DOCUMENT RESUME

ED 347 457 CG 024 386

TITLE	Violence against Women: Learning Activities To Prevent Violence against Women, Senior 1-4 (Grades 9-12) 1991. Curriculum Support Series.
INSTITUTION	Manitoba Dept. of Education and Training, Winnipeg.
REPORT NO	ISBN-0-7711-1023-5
PUB DATE	91
NOTE	50p.
PUB TYPE	Guides - Classroom Use - Instructional Materials (For Learner) (051) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Family Violence; *Females; Foreign Countries; High Schools; *High School Students; Prevention; Teachers; Victims of Crime; *Violence
IDENTIFIERS	Canada; Manitoba

ABSTRACT

This package of learning materials is intended to assist educators to understand the dynamics of violence against women; to encourage high school students to learn more about the issue of family violence against women; and to assist students to make constructive changes in dealing with their feelings and attitudes concerning violence against women. Ten student worksheets are included as activity resources to help students participate in defining the complex and widespread social problem of violence in relationships. Organized into three sections, the learning activities focus on developing an understanding of the problem of violence against women. The three sections concern: (1) the nature and extent of the problem of violence against women, including case studies and referral to an audiovisual presentation and discussion; (2) violence against women as a reflection of society, including discussion of the social causes, small group activities and a violence against women quiz; and (3) coping with the problem of violence against women. A bibliography and a list of myths about violence against women are included. (ABL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED347457

Curriculum Support Series

CG024386

Violence
ainst Women

ing Activities to Prevent
lence Against Women
ior 1-4 (Grades 9-12)

1991

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L. Derkach

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Manitoba
Education
and Training

BEST COPY AVAILABLE

CG

CURRICULUM SUPPORT SERIES

VIOLENCE AGAINST WOMEN

Learning Activities
to Prevent Violence Against Women
Senior 1-4 (Grades 9-12)

1991

ISBN-0-7711-1023-5

ACKNOWLEDGEMENTS

This material was prepared by Toni Nelson for the Curriculum Services Branch of Manitoba Education and Training. The contributions, comments and suggestions of the following individuals are also acknowledged with gratitude:

Lori Fontaine	Planning and Program Analyst Manitoba Women's Directorate
Rae Harris	Consultant Formerly Women's Studies Liaison Curriculum Services Branch Manitoba Education and Training
Dorothy Hill	Planning Analyst Manitoba Women's Directorate
Rekha Malaviya	Crisis Line Counsellor Osborne House
Janet Wikstrom	Provincial Coordinator Wife Abuse Program Family Dispute Services Manitoba Family Services
Dennis Lucas	Consultant Guidance and Counselling Curriculum Services Branch Manitoba Education and Training

CONTENTS

INTRODUCTION

Recommended Uses
Objectives
Learning Activities
Resources

OVERVIEW

Section I - Violence Against Women: The Nature and Extent of the Problem.....5

A. Attitudes About Men and Women Survey
B. Case Studies:
Learning to Recognize Abusive Behaviour
C. Formulating a Definition of Violence Against Women
D. Audio-Visual Presentation and Discussion

Section II - Violence Against Women: A Reflection of Society 6

A. The Social Causes
B. Small-Group Activities
C. Violence Against Women Quiz: A Summing-Up

Section III - Violence Against Women: Coping with the Problem 8

WORKSHEETS

Section I - Violence Against Women: The Nature and Extent of the Problem 9

Worksheet 1: Attitudes About Men and Women Survey
Worksheet 2: Learning To Recognize Abusive Behaviour
Worksheet 3: Discussion of the video The Crown Prince, produced by the National Film Board

Section II - Violence Against Women: A Reflection of Society 17

Worksheet 4: Cultural Practices
Worksheet 5: Reflections of a Violent Society
Worksheet 6: The Family as the Primary Setting for Learned Violence

Worksheet 7: Conflict in the Family as Inevitable
Worksheet 8: Sexism in the Family and in Society
Worksheet 9: Violence Against Women Quiz: A Summing-Up

Section III - Violence Against Women: Coping with the Problem 37

Worksheet 10: Emergency and Support Services

BIBLIOGRAPHY

APPENDICES

Appendix A - Myths About Violence Against Women
Appendix B - The Crown Prince: Study Guide

INTRODUCTION

Over the past ten years, the public and various helping professionals have increasingly focused attention on the issue of violence against women and the role it plays in the lives of all family members. This package of learning materials is intended to assist educators to:

. understand the dynamics of violence against women;

. encourage students to learn more about the issue of family violence against women;

. assist students to make constructive changes in dealing with their feelings and attitudes concerning violence against women.

Violence against women is generally seen as behaviour that is learned in the context of family relations and passed down from generation to generation. By experiencing violence in the home, children may come to accept certain beliefs:

. that violence is an acceptable use of power;

. that violence is a way to win an argument;

. that males are expected to treat females with contempt;

. that it is acceptable for males to hit females;

. that males are expected to dominate females;

. that females are victims and cannot take care of themselves;

. that children are somehow to blame for violence in the family.

Because violence against women takes place in the privacy of the home, the children of physically and emotionally abusive parents become the forgotten victims of family violence.

It is important that the school itself examine the ways in which it may be promoting sexism and/or violence. For example, a particular school may be spending a major part of its extracurricular sports budget, time and publicity on activities such as football which excludes girls (other than to cheer the boys on) and may be sanctioning

aggressive and competitive activities which can result in serious injury. Questions such as the following should be addressed:

- does the school model positive resolution to conflict or are there still teachers who yell at, berate, or belittle students or use punishment as a weapon?
- are classes encouraged to openly challenge examples of sexism in the school and community?
- does the school follow up on incidents of aggression which occur on the premises?
- is the school staff willing to assume responsibility for offering students positive male and female role models, non-sexist patterns of behaviour and positive models of conflict resolution?

RECOMMENDED USES

The material in this document has been designed to:

- be used with senior high school students;
- teach students from non-violent homes to become aware of violence against women as a serious social concern and to help them gain an understanding of the violent situations in which some of their peers must live;
- teach students who have been subjected to violence in the family that violence occurs in other families as well and that society in general recognizes it as an acute problem;
- be a useful resource for professional development presentations to teachers, counsellors and school administrators;
- provide support in various subject areas including the following: Social Studies, Home Economics, Lifestyles 205, Psychology, Sociology, Guidance and any other areas of the curriculum which deal with current social problems.

OBJECTIVES

This support document will help students and educators to:

- develop an awareness of violence against women as a common social problem which affects all levels of society;
- investigate the causes of violence against women and society's responses to the problem;
- acquire a better understanding of their own situation so that conscious efforts can be made to avoid repeating what they have experienced;
- explore ways of coping or dealing with family violence;
- help break the intergenerational cycle of violence.

LEARNING ACTIVITIES

The 10 student worksheets included in this document are offered as activity resources to help students participate in defining the complex and widespread social problem of violence in relationships. Organized in three sections, the learning activities focus on developing an understanding of 1) the nature and extent of the problem of violence against women, 2) the social causes of violence and 3) some ways of coping with the problem. The overview preceding the worksheets provides an introduction to each of the three sections and suggests ways of implementing the student activities in the classroom.

RESOURCES

It is important that teachers have some knowledge of the problem of violence against women before starting this unit. Several useful books are listed in the Bibliography.

Some audio-visual resources on the topic of violence against women are also described. The video especially recommended for this unit is: The Crown Prince, directed by Aaron Kim Johnston, and produced by the National Film Board of Canada in association with Health and Welfare, Canada, 1987 (16mm, 37 min., colour). The study guide accompanying this video is reproduced in Appendix B.

HOW TO OBTAIN THE CROWN PRINCE VIDEO

THE CROWN PRINCE 1987 [videorecording]
Author...National Film Board of Canada. 1 videorecording (40 min.): sd., col.

Summary: Billy, approximately 16 years old, and Freddy (10 or 11, perhaps) are shown in a home where the father abuses the mother. Shows the impact of family violence on the two boys, as they interact with each other, their peers, and in their school activities. Finally, mother and younger son leave for a shelter with Billy following later.

Notes with study guide.

CAUTION: This program should be previewed before use.

Audience: Grades 10-adult, professional development.

Library's dubbing no. VT-1882 Availability: #9072 - Beta #9073 - VHS.

To borrow the video contact Film/Video Booking, Manitoba Education and Training Library, 945-7849, 1-800-592-7330. To order dubbed copy, contact Dubbing Services, 945-7848, 1-800-282-8069, ext. 7848.

NOTE:

This document contains optional support material which may be considered controversial or sensitive by some groups or individuals within the community. Teachers are advised to consult with their principals or school division administration before using this material.

For further information on "The Teaching of Controversial Issues," see Section 1.5.00 of Administrative Handbook for Manitoba Schools.

Teachers should strive to be aware of and sensitive to students' emotional or family problems.

SECTION I

VIOLENCE AGAINST WOMEN: THE NATURE AND EXTENT OF THE PROBLEM

A. ATTITUDES ABOUT MEN AND WOMEN SURVEY

This activity (see Student Worksheet #1) is designed to stimulate thinking about violence against women. It may also illustrate some of the social attitudes which allow this abuse to continue. Before proceeding with the survey, divide the class into groups and have students generate a definition of "violence" in their respective groups. Examples of violence can also be generated. Have each group report its definitions and discuss them with the whole class.

Distribute to each person a copy of the "Attitudes About Men and Women Survey." Ask participants to indicate whether they agree or disagree with the survey statements and then move to an area of the room which has been designated to represent each of the two opinions. Call on participants to defend their opinions. Every person should speak at least once.

See Appendix A for "Myths About Violence Against Women."

B. CASE STUDIES: LEARNING TO RECOGNIZE ABUSIVE BEHAVIOUR

This activity (see Student Worksheet #2) is designed to initiate group discussion about violent behaviour. When people think about the word "violence" they tend to picture such conflicts as wars, armed robbery, or gang fights. Violence against women has always been perceived as being less dramatic and, indeed, has often been a subject for jokes. Yet, where violence between spouses exists, women are the victims in over 95 percent of the cases.

The incidents in this exercise include examples of violence against women. Students will probably differ in their perceptions of the nature and degree of violence demonstrated in each situation. What is important is that students will be encouraged to think about and express their views on types of behaviour which are threatening or frightening to them. They will also be given a chance to practise saying, "I just wouldn't put up with that!"

C. FORMULATING A DEFINITION OF VIOLENCE AGAINST WOMEN

The class should now formulate a definition of violence against women. For example: violence against a woman can be any action inflicted on a woman by her partner to which she does not consent. It may be physical, emotional or verbal. Any form of abuse will destroy a woman's self-esteem and self-confidence. It will also destroy love, respect, trust, confidence, families and lives. (The teacher should ensure that the definition is inclusive of violence in a dating situation.)

D. AUDIO-VISUAL PRESENTATION AND DISCUSSION

The film The Crown Prince (37 min., 16mm, colour) was produced in Winnipeg in 1987 by the National Film Board of Canada and Health and Welfare, Canada.

Billy is 15. For most of his life, his family has kept a deadly secret--a secret of violence and of fear. Billy knows what it means to be a victim. But when the secret is told, he comes to an explosive realization about what it means to be "just like dad." A powerful drama looking at the real and pressing problem of wife assault from the perspective of the children, The Crown Prince explores the difficult choices which have to be made in response to violence, and how the cycle of violence can be broken.

See Student Worksheet #3 and Appendix B.

SECTION II

VIOLENCE AGAINST WOMEN: A REFLECTION OF SOCIETY

A. THE SOCIAL CAUSES*

1. The following statements can be reproduced on an overhead slide and discussed. Discussion starters might include such questions as: "Do you agree or disagree with the statement? Can you give examples to support your opinion?"

. SOME ASPECTS OF OUR CULTURE ENCOURAGE OR CONDONE VIOLENCE AGAINST WOMEN

*For a background discussion of the social antecedents to violence against women see Murray Straus, "A Sociological Perspective on the Prevention and Treatment of Wife Beating," Battered Women: A Psychological Study of Domestic Violence, ed. Maria Roy (New York: Van Nostrand Reinhold, 1977).

. VIOLENCE AGAINST WOMEN IS A REFLECTION OF A VIOLENT SOCIETY

. THE FAMILY IS THE PRIMARY SETTING IN WHICH VIOLENCE IS LEARNED

. CONFLICT IN THE FAMILY IS INEVITABLE

. SEXISM IN THE FAMILY AND IN SOCIETY CONTRIBUTES TO VIOLENCE AGAINST WOMEN

2. Conduct activity using Student Worksheet #4.

B. SMALL-GROUP ACTIVITIES

Use Student Worksheets #5, #6, #7, and #8 as overhead slides or handouts.

These activities will encourage students to explore causes of family violence and examine possible implications for the prevention of violence. They may be used in a variety of ways depending on the time available and the interests of teachers and students.

Option A: Divide the class into groups and have each group complete all the activities (in rotation or together).

Option B: Divide the class into groups and have each group complete one activity and present its findings to the class.

Option C: Select only those activities which are thought to be appropriate for the class.

C. VIOLENCE AGAINST WOMEN QUIZ: A SUMMING-UP

The quiz on Student Worksheet #9 is intended to summarize the information gathered in the small-group activities. An answer sheet is included.

SECTION III

VIOLENCE AGAINST WOMEN: COPING WITH THE PROBLEM

The activities in the concluding section (see Student Worksheet #10) are designed to encourage students to investigate the range of community resources available to help female victims of violence.

SECTION I

VIOLENCE AGAINST WOMEN:

THE NATURE AND EXTENT OF THE PROBLEM

ATTITUDES ABOUT MEN AND WOMEN SURVEY **Student Worksheet #1**

How do you react to the following statements? Decide whether you agree or disagree and be prepared to defend your opinion.

	Statements:	Agree	Disagree
1.	Family violence is on the rise in Canada.	_____	_____
2.	It is a man's right to take control of most situations.	_____	_____
3.	Drugs cause anger and violence.	_____	_____
4.	Police should not get involved in family fights because family violence is a private affair.	_____	_____
5.	Children suffer the most in a situation where the male partner/parent is abusive in the home.	_____	_____
6.	Violence in the family is a learned behaviour.	_____	_____
7.	A poor relationship is better than no relationship.	_____	_____
8.	Dating violence is different than family violence.	_____	_____
9.	Having a "steady" girlfriend/boyfriend increases one's social status.	_____	_____

Responses to the above questions will be discussed over the course of this unit.

Discuss each of the following situations with your group. Try to identify with the woman in each of the examples and indicate how she might feel. Would you tolerate this type of behaviour? How could you/she discourage, react to, disapprove of, stand up for yourself/herself in these situations?

The situations in this exercise were suggested by a survey devised by Pat Kincaid and Penny Kome. See Barbara Pressman, Family Violence: Origins and Treatment (Guelph, ON: Children's Aid Society of the City of Guelph and Wellington Co., 1984).

Situations:

1. After a long and busy day at the office Lynda came home to find Tom angry. "This place is a pigpen," he yelled. "Why can't you stay home and be a real wife?"

2. Alan, assisted by his friends, pulled his girlfriend Joyce from the deckchair where she had been sunbathing and threw her into the pool.

3. As an office worker was bending over to find a file a male co-worker came by and pinched her bottom.

4. Karl and Mary were at a party. Karl was bored and wanted to leave but Mary was having fun. "We're leaving right now!" Karl said, grabbing Mary's arm hard and pulling her away.

5. Upon learning that his wife Marlene had gone out for lunch with a male friend, Tony punched her and gave her a black eye.

6. Dick tells Joanne he's going out to a hockey game but he'll phone home sometime during the evening and he expects her to be there.

7. Bob and Glenda were both upset about an unwanted pregnancy. Glenda couldn't stop crying and so Bob slapped her face to quiet her.

Situations:

8. Annoyed because he couldn't find any clean shirts that morning, Frank picked up his freshly cooked breakfast and flung it as his partner.

9. After a night of drinking with his friends, Bill came home and forced his wife Anne to have intercourse with him.

10. Chrissy drew back as Jim lifted his hand to slap her. "Scared eh?" he hissed. "I'm glad you know who's boss around here."

11. Angry at his wife Susan for insisting that he attend a parent-teacher meeting, Nick broke her favourite vase.

12. Saying, "You speak to Harry again and you'll be sorry!" Sam picked up a kitchen knife and pointed it at his wife Donna.

13. "Get into the bedroom and stay there!" Paul yelled as he flung his wife Natalie down the hall.

14. When an argument broke out while they were in the car, John terrified his girlfriend Sarah by driving 120km per hour along a city street.

15. Trying to convince his wife Amy that she didn't spend enough time at home, Don thrust her into a closet and propped a chair against the door, leaving her there all night.

16. "You useless cow!" Michael said angrily, poking Lynn's arm. "You lie around the house all day. Why don't you get some exercise?"

17. Disregarding her protests, Ian pushed Rosemary down onto the bed and began pulling at her clothing, shouting, "You're my wife and I'll do what I like with you!"

18. Jimmie shouted and swore at his mother to give him money to buy a cassette tape. When she refused, he called her a series of insulting names.

Situations:

19. When his wife Lydia didn't wake up in time to make his breakfast, Graham shoved her out of bed so that she landed on the floor.

20. June and some of her female friends have been invited to spend the weekend at Donna's cottage. June wants to go but Paul is angry and says if she goes she doesn't love him.

21. When Kimberley arrived home from evening school later than usual, her husband Sean met her with a belt in his hand and started hitting her with it.

22. Whenever they have guests, Jack makes insulting comments about his wife Doreen's appearance, cooking abilities and housekeeping skills.

23. George doesn't want to hang out with the old crowd anymore. He tells Sally it should be just the two of them all the time.

To sum up: Write a short paragraph summarizing your general response to this exercise. Share your response with the whole group.

DISCUSSION OF THE CROWN PRINCE **Student Worksheet #3**

The aim of this worksheet should be to stimulate discussion rather than to reach consensus. Don't feel that you have to answer every question.

1. What part of the film did you find the hardest to watch?
2. How do you feel about Billy at the end?
3. How do you feel about the father?
4. Whom do you feel the closest to in the film?
5. Why doesn't Billy's mother do anything about the violence?
6. Why hasn't Billy's father done anything about the violence?
7. Is hitting the only form of violence?
8. Is Freddy right to tell his teacher?
9. What can be done to help kids in the same situation as Freddy and Billy?
10. What would you do if Billy came to you for help?
11. What would you do if you were Billy?
12. Is Billy doomed to be just like his father?

The above questions are adapted from: The Crown Prince: Study Guide produced by the National Film Board of Canada in association with Health and Welfare, Canada, 1987.

SECTION II

VIOLENCE AGAINST WOMEN:

A REFLECTION OF SOCIETY

"A woman, a horse, and a hickory tree
The more you beat'em, the better they be."
(old rhyme)

Activity: Half the class will read Situation 1 and answer the questions. Separately, the other half will do the same for Situation 2. The two groups will then come together for a class discussion.

Situation 1

Janice is standing by her locker trying to remember her lock combination. Ryan, whose locker is below hers, is in a hurry to use his locker. He waits impatiently for a few seconds and then gets angry at her, calling her names and violently pushing her out of the way. She falls. Harry sees her fall.

- What is Harry likely to do?
- Would the school take action against Ryan if the incident were reported?
- What is likely to happen to Ryan?
- In your opinion, should Ryan be punished?

Situation 2

Rachel and her steady boyfriend Adam are standing and talking in the school hallway. The bell rings. She has had several warnings about being late and he is aware that she will be sent to the principal's office if she is late again. She turns to rush to her class. Adam grabs her, roughly sqeezing her arm, and pulls her to him saying, "Don't ever walk away when I am still talking to you." She tells him he's hurting her. Her friend Margaret tells him to leave her alone.

- What is Margaret likely to do if Adam doesn't leave Rachel alone?
- Should Rachel tell the principal why she was late?
- What is likely to happen to Adam if he is reported?
- In your opinion, should Adam be punished?
- Would the answers to these questions be different if one of Adam's male friends had witnessed the incident?

Class Discussion

1. Present the results of your discussion to the other group. Did the responses to the two situations differ? Did you treat violence towards a steady girlfriend less severely? If so, can you suggest reasons why?

2. If the school administration were to get involved, do you expect that action would be taken in both situations? Do you think violence was used in both situations to gain control? Should the police be called?

3. The male student in Situation 2 later tried to justify his actions by saying that he was just joking around. Is dating violence ever acceptable?

Violence against women has been persistent throughout history and across cultures.

"How many deaths will it take 'til we know,
That too many people have died." (Bob Dylan)

1. a) Check the places where you might come across violent behaviour.

___ on T.V.	___ in movies
___ in newspapers	___ in magazines
___ in homes	___ in comics
___ on the street	___ in books
___ at school	___ in popular music
___ in advertising	___ in videos
___ in sports	___ during a labour strike

b) Choose <u>one</u> of the above as a source and collect examples depicting behaviour which is violent or demeaning toward women.

Present your collection as a booklet, poster, collage or bulletin board display. Include a brief written report in which you explain:

i) your reaction to the examples included (e.g., How do they make you feel?);

ii) the effect that seeing, reading about or hearing about violence has on society's attitude toward violence.

"Children have never been very good at listening to their elders, but they never fail to imitate them."
(James Baldwin)

Violence Runs in Families

Children are usually terrified by parental violence at first, but as they become conditioned to it, they assume that violence is an acceptable way of dealing with disputes. Because of patterns observed at home and in society, boys are more likely to become batterers, and girls are more likely to tolerate abuse in future relationships.

This cycle of violence can be broken if young people gain an understanding of the problem and learn skills to cope with it.

Profiles: The violent man, the battered woman

The man who batters his wife seldom appears monstrous or deranged. He looks like "the man next door" and that is often who he is. His crime is usually well-hidden from those outside his home. Similarly, friends and neighbours are often unaware that a woman is being abused.

Are there common characteristics which exist in violent relationships between couples? Checklists of characteristics of the violent man and the battered woman are presented on the following two pages. Do the characters in the video The Crown Prince conform to these profiles? After discussing the video with your group, complete the profile charts on the following pages, placing check marks beside those characteristics which you recognize. Do you believe these characteristics apply to partners in violent relationships in general? How might these characteristics contribute to violent behaviour?

VIOLENCE RUNS IN FAMILIES	CHECK

The violent man may:

1. have a history of violence in his family and as a result accepts violence as a part of family life. _____
2. have poor communication skills. _____
3. believe in discipline and need to feel in control of his partner especially when he feels powerless in other areas of his life. _____
4. abuse alcohol. _____
5. have trouble expressing his thoughts and feelings. _____
6. be socially isolated. _____
7. be personally insecure; have low self-esteem. _____
8. have a low opinion of women. _____
9. be of any race, social class, occupation, religion, or educational level. _____
10. believe in traditional marriage roles, specifically that the man is the head of the household and the woman must obey him. _____
11. set many rules and rigidly enforce them. _____
12. be jealous. _____

VIOLENCE RUNS IN FAMILIES	CHECK

The battered woman may:

1. be of any race, social class, occupation religion, or educational level. ____
2. believe in traditional marriage roles, specifically that the man is the head of the household and the woman must obey him. ____
3. be isolated - financially, socially, emotionally. ____
4. have a history of violence in her own family. ____
5. have low self-esteem; feel inadequate. ____
6. be fearful of being alone, for her safety, of retaliation. ____
7. have few friends; be isolated. ____
8. suffer guilt feelings. ____
9. feel responsible for keeping the family together. ____
10. believe and hope that the violence will stop. ____
11. become ashamed, depressed and trapped. ____

VIOLENCE AND CHILDREN

Violence in the family affects not only the couple involved, but the children as well. What do you think are the possible effects or consequences of witnessing family violence on children?

a) On their values? _____

_____

b) On their behaviour? _____

_____

"A torn jacket is soon mended but harsh words bruise the heart of a child." (Henry W. Longfellow)

The family group is often thought to be a haven of support and refuge for its members. Yet, whenever a group of people are together in close quarters for extended periods of time, tempers are bound to flare. It is inevitable that there will be conflict in the family. The question then arises, "If anger is normal and inevitable, how can we learn to express it in non-violent ways?"

You can try to deal more constructively with anger:

1. Stick to the cause of the anger. Don't get side-tracked with insults, accusations and old arguments.

   Do say, "I'm mad because you forgot to take out the garbage again."

   Don't say, "You lazy good-for-nothing slob! You never do what you're supposed to do! (followed by a long list of past and present failings).

2. Don't place the blame for your anger on someone else. Instead, use "I" statements:

   "I'm getting furious (angry, upset, annoyed, etc.)."

   "Cut it out!"

   "Stop hassling me."

   "I get mad when you do that. Please stop."

3. Try to talk about the little things that bother you as they come along rather than bottling up your feelings until you explode in a violent rage.

4. Make it clear that, in your family, the use of force is never justified and will not be tolerated.

5. If you do become violent when angry or, if you are a victim of violent rage, GET HELP. (See Section III - Violence Against Women: Coping with the Problem.)

Activity: Complete the following worksheet on DEALING WITH ANGER.

DEALING WITH ANGER
(For Your Own Information Only)

1. When I am angry with people, I usually feel _____

2. When I am angry with people, I usually (do what)? _____

3. When someone gets angry with me, I usually feel _____

4. When someone gets angry with me, I usually (do what?) _____

5. Three things that make me angry are _____

6. Two things that I could do to express anger more constructively are

7. a) The last argument I had with someone in my family was about

b) We dealt with it by _____

_____

c) A better way would have been to _____

_____

"If you would marry wisely, marry your equal." (Ovid)

ANY SEXISTS HERE?

In the blank at the left of each statement write:

- \- if you think the statement suggests old-fashioned attitudes about "proper" male and female behaviour;
- \+ if you think the statement indicates attitudes which are more acceptable in today's world than they were in the past.
- 0 if you think the statement is unrelated to sex roles.

___ 1. The newspaper headline for Canada's first medal-winner in the 1984 Olympic Games reads: "Mother of Two Wins Gold."

___ 2. Mother says to unruly children, "Just wait till your father gets home!"

___ 3. Husband refuses to do "women's work" around the house.

___ 4. Father criticizes daughter for being "unladylike" when she comes home all sweaty from her volleyball game.

___ 5. Mother comments that it's O.K. for daughter to drop advanced math and science in grade 10 because "she'll never need them."

___ 6. Father spends a lot of time cooking for the family.

___ 7. Wife expects husband to be the only "provider" for the family.

___ 8. Teacher says, "I need some boys to carry the books to the library (. . . set up A.V. equipment, . . . empty the garbage, . . . referee the basketball game, etc.)."

___ 9. Teacher says, "I need some girls to help set up the Bake Sale (. . . tidy the bookshelves, . . . help in the kindergarten class, . . . decorate the gym, . . . answer the phone in the office, etc.)."

___ 10. Boy asks his friend, "Where does your father work?" Then he asks the same friend, "Does your mother work?"

___ 11. Teacher says, "I can't believe that girls would use such awful language!"

___ 12. Father tells son to "Take it like a man" when the son is upset about the death of his dog.

___ 13. Wife expects husband to do all house and car maintenance.

___ 14. Son refuses to wash dishes and says his sister should do it.

___ 15. Parents are critical of son's desire to study interior design.

___ 16. The doctor in charge of the operation to separate siamese twins in Toronto in 1984 says at a news conference, "Lin was left as a boy because he was the livelier and more aggressive of the two."

___ 17. Father handles all the family finances.

___ 18. Teacher comments, "What beautiful writing for a boy!"

___ 19. Son explains that he quit playing hockey because he thinks the game has become too rough and violent.

___ 20. When her son falls from a tricycle, a mother tells him, "Big boys don't cry."

TO THINK ABOUT:

We have probably all made comments like many of those above. They serve to illustrate just how pervasive sexist attitudes are in our society. These attitudes are a factor in the social problem of violence against women. It is common, in North America, for boys to learn at an early age that they are expected to be tough and strong, ready to solve their problems with their fists. Girls, on the other hand, soon learn that they have to be more passive, "lady-like" and forgiving. Is it any wonder that these attitudes are carried to extremes in some relationships?

Until we, as a society, stop expecting these stereotyped attitudes and behaviours from children, both sexes will continue to suffer. Boys will continue to be denied the chance to develop the gentle, caring sides of their natures; girls will continue to be expected to demonstrate lower aspirations and levels of achievement which trap them in subordinate positions. Until attitudes change, the grim reign of terror that goes on in some Canadian homes is likely to continue.

1. Violence against women can best be described as:

___ a mental illness ___ a crime

___ a woman's private problem ___ a community issue

2. Violence against women can be defined as:

___ threats ___ bodily injury

___ insults, criticisms and accusations ___ all of these

3. Every year one in ten Canadian women who is in a relationship with a live-in male is battered.

___ true ___ false ___ I don't know

4. Violence against women is caused by:

___ male hormones ___ all of these

___ unemployment ___ none of these

___ alcohol/drugs

5. Violence against women is a relatively new problem.

___ true ___ false ___ I don't know

6. Patterns of violence tend to be passed on from one generation to the next.

___ true ___ false ___ I don't know

7. Women sometimes stay with a violent partner because:

___ they are economically dependent

___ they have low self-esteem

___ they hope it won't happen again

___ they don't know their legal rights

___ their children need a "family"

___ they can't get a good job

___ any of these reasons

1. Assault is a crime and, as such, a community issue. To say that it is a woman's private problem is to blame her for the violence done to her. Society does not accept violence in the street; neither should it accept violence in the home.

2. All of these. All represent violence inflicted on a woman by her partner to which she does not consent. All forms of abuse, whether physical, mental or emotional, are types of violence.

3. Linda MacLeod, in Wife Battering in Canada: The Vicious Circle (Ottawa: Advisory Council on the Status of Women, 1980) puts the figure at one in ten. Figures in the U.S. are higher. Straus et al. in Behind Closed Doors (Newbury Park, CA: Sage, 1980), estimates that 16 out of every 100 couples (one in six) in the U.S. have experienced one or more violent incidents of assault.

4. Violence is caused by none of the above. The abuser's violent explosion of rage is an inappropriate, unacceptable reaction to conflict or stress. Although the perpetrators of abuse often try to place the blame for their violent acts on alcohol, male hormones or economic frustration, these are only excuses for their explosive behaviour.

5. Violence against women (battering, rape, incest, threats, taunts, insults, etc.) has been around for a long time but only now is being recognized as a widespread crime.

6. Children growing up in a home where violence is occurring cannot help but be affected. If tension and violence are the norms in their lives, they may learn to expect, accept, admire or emulate such behaviour. Boys may grow up to copy their fathers' abusive conduct and language. Girls may be timid, passive, withdrawn and more likely to accept violence. On the other hand, children may be so repulsed by the violence that they will learn to reject its use.

7. Any of these reasons (self-explanatory).

SECTION III

VIOLENCE AGAINST WOMEN:

COPING WITH THE PROBLEM

"No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment."

(Article 5: Universal Declaration of Human Rights, United Nations)

Most men who abuse women do it more than once and with increasing severity. It is very difficult for either partner to change this pattern. Help must come from outside the relationship. Fortunately, HELP IS AVAILABLE.

1. Investigate the role of each of the following community resources in offering advice, support, care, protection and counselling:

   - Police
   - Crisis Centres
   - Court and Legal Services
   - Crises Lines
   - Shelters

   For each of the above determine:

   a) How can they be contacted?
   b) When should they be called?
   c) What kind of help will they provide?
   d) What are the limitations of the help they can give?

2. Find out more about these resources by:

   a) inviting a speaker to talk to your class;
   b) organizing a panel of speakers for a school assembly program;
   c) acquiring pamphlets/brochures.

BIBLIOGRAPHY

Harris, Susan, and Deborah Sinclair. Domestic Violence Project: A Comprehensive Model Into the Issue of Domestic Violence. Toronto: Family Service Association of Metropolitan Toronto, 1981.

Jaffe, Peter, and Carole Anne Burris. An Integrated Response to Wife Assault: A Community Model. Ottawa: The Solicitor General of Canada, July, 1982.

MacLeod, Linda. Wife Battering in Canada: The Vicious Circle. Ottawa: Canadian Advisory Council on the Status of Women, 1980.

Pressman, Barbara. Family Violence: Origins and Treatment. Guelph, ON: Children's Aid Society of the City of Guelph and Wellington Co., 1984.

Roy, M., ed. Battered Women: A Psychological Study of Domestic Violence. New York: Van Nostrand Reinhold, 1977.

Schecter, Susan. Women and Male Violence. Boston: South End Press, 1982.

Straus, Murray A., et al. Behind Closed Doors. Newbury Park, CA: Sage, 1980.

APPENDICES

APPENDIX A

Myths About Violence Against Women

The Canadian Advisory Council on the Status of Women in Wife Battering in Canada: The Vicious Circle (1980) identifies some of the false common beliefs or myths about the causes of violence against women. These include the following:

Myth: Alcohol is the cause of almost all cases of violence against women.

Fact: It is true that alcohol is present in many cases of violence against women. Although the use of alcohol may facilitate violence, it is not a cause. In some cases men may commit violence against women not because they have been drinking, rather, they drink to justify violence.

Myth: Men who commit violence against women are mentally ill.

Fact: Violence against women is too widespread to be explained by the theory of mental illness. Society has to look elsewhere for the explanation to this problem.

Myth: Violence is an inherent fact of male psychology.

Fact: Violence is more likely learned behaviour.

Myth: The woman is to blame because she probably tormented or nagged the male to the point where he became violent.

Fact: This argument blames the victim. Many reports of violence against women describe incidents where there was no precipitating cause.

Myth: Violence is passed down from one generation to the next.

Fact: While there is much evidence to support this position, it does not explain all cases of violence.

Myth: Violence against women is caused by women's liberation.

Fact: This position is based on the idea that inequality is a good thing. In fact, many of the women who are battered work at home in a traditional wife and mother role.

APPENDIX B

The Crown Prince: Study Guide

Adapted from the National Film Board of Canada in association with Health and Welfare, Canada

Written by Don Bailey, Aaron Kim Johnston	Location Sound Michael McGee
Research by Daile Unruh	Music Dan Donahue
Director of photography Ian Elkin	Studio Administrator Cyndi Forcand
Editor Ken Rodack	Executive Producer Ches Yetman
Art Director Charlotte Penner	Producer Joe MacDonald
Production Manager Anne Klein	Directed by Aaron Kim Johnston

INTRODUCTION: "JUST LIKE DAD?"

Domestic assault on women is a problem which has existed for years as a "family secret." Traditionally, it was "nobody's business" what went on behind closed doors.

In recent years, however, the doors have been cracked open and the full extent and effect of domestic violence is becoming known. But with this knowledge comes a challenge to some of our culture's most cherished myths; myths about what a family is and where safety is to be found, myths about the masochism of women who stay, myths about the men who commit the violence.

When we think "wife beater" the image which comes to mind is often of a monster who drags his knuckles on the ground and who is "out of control" or "crazy." This is not the case. The man who assaults his partner looks like us. He is our father, our brother, our cousin, our friend. Violence against women is not a psychological problem. It is a problem of cultural attitudes towards women and men. It is a problem of learned behaviour. The solution is to understand and to exercise choices.

Men who are violent towards their partners have learned certain things about dealing with stress, about hiding their feelings, about how to resolve arguments, about what relationships look like, in short, about who they are "allowed" to hit. These are things we learn from movies, from television shows, from jokes on the street, and from our friends. But mostly we learn them at home.

The Crown Prince looks at the struggle of a boy on the verge of adulthood and the choices he is forced to make. These choices aren't easy. On the one hand he has to look closely at what it has meant to be a witness and victim of assault. On the other hand is the shocking realization of how deeply he wants to be "just like dad."

BEFORE THE SCREENING

Preparing Yourself

Male violence against women is something which affects each of us directly, in ways we may not even realize. If you are going to present this film to students it would be wise to preview it. Pay attention to how you feel when watching it, to the moments you find most troublesome. Prepare yourself for a room full of people going through very similar emotions. One purpose of watching The Crown Prince is to uncover feelings and attitudes which lie buried in everyday life. This can be frightening. But, as the film demonstrates, it can also be liberating. Your own approach can make the difference.

Statistically, the chances are that 15-50 per cent of your students will have had direct experience of the kind of violence portrayed in The Crown Prince. It is possible that this film will help them break the silence for the first time. It would be a good idea to know what resources exist in your community for women, men and children, and to have the contact numbers on hand.

Preparing the Group

The major hurdle for an open response to The Crown Prince is public misperceptions. While an individual may experience complex and confusing emotions in response to the film, these feelings are sometimes underminded by broadly accepted "facts." These "facts" hold that domestic assault of women is not a serious problem, that it only affects a small number of people, and that it is a joking matter. (Punch and Judy and some cartoon characters are an example of this attitude.)

One way to stress the seriousness of the problem is to quote the statistics:

- Between 10-15% of all women in Canada will be assaulted by their partners this year.
- 40% of all women are likely to be assaulted by their partners in the course of their lives.
- One in 5 people murdered in this country are women killed by their partners.
- Children who witness assault exhibit the same symptoms as children who are victims of assault.
- Children who grow up as witnesses or victims of assault are 10 times more likely to live in a violent relationship when they are adults.

AFTER THE SCREENING

Give students time to prepare for the discussion by letting the credits roll without turning up the lights. People may need this private time to begin to assimilate their thoughts and feelings.

Because The Crown Prince deals with some highly charged and uncomfortable issues, there may be an understandable desire on the part of some viewers to deflect the discussion. People might laugh inappropriately, or try to dismiss the film on the basis of the acting, or writing. They may begin to judge and criticize the characters. These responses enable viewers to avoid the real issue, which is their own emotional response.

Try to steer the discussion back by asking empathetic questions: "How do you think you would feel in that situation?" "Can you imagine what she must be going through?" If they continue to deny the issue, question them directly. "Have you never felt like that?" "What are you afraid of here?" This is not just a question of crowd control. To deflect, to deny or to laugh is to reinforce attitudes which lead to the violence in the first place. Other viewers, especially those who have experienced violence at home, may find such behaviour threatening.

The emphasis in the discussion should be on questioning and understanding the motivations of each character in the film rather than on judgement and easy moralizing. One suggestion is to have each viewer write a comment or question about the film on a separate piece of paper. Collect the papers and use the comments as a basis for the discussion. This would also allow someone to ask for help without public disclosure. Even an unsympathetic question such as, "Why do we have to watch this stupid film?" can lead to an interesting and useful discussion.

Don't feel that you have to have answers for every question. The primary aim for this exercise should be discussion rather than consensus. This means setting a tone in which people feel comfortable in saying what they have to say, even if it seems contentious. It is important that disagreement or anger be dealt with in a non-threatening, non-abusive way. You will be breaking some taboos just by talking about this issue. People may not even realize what they think until they hear themselves say it.

Try opening with questions which allow the group members to express what they are feeling about the film.

. What part of the film did you find hardest to watch?
. How do you feel about Billy at the end?
. How do you feel about the father?
. Who do you feel closest to in the film?

Remember that feelings can't be argued with. This can help to establish an atmosphere in which people can trust their own responses in the discussion.

POSSIBLE QUESTIONS/THEMES FOR DISCUSSION

"Why does Billy talk to the police at the beginning? Why is he so nervous when Wendy talks back to the boys in the car?"

Rigid views of social roles and respect for authority are often clues to violence, especially when applied to traditional male/female relations. In this instance it may also be an indication of Billy's fears, and his feelings of powerlessness in the outside world. How and where does he try to compensate for his perceived powerlessness?

"Why doesn't Billy's Mom do anything about the violence?"

There are a number of reasons why a woman may remain with an abusive husband. Traditionally, women have been brought up to judge themselves in terms of the success of their relationships. If her relationship doesn't work she may blame herself. She may be isolated and unable to gain a perspective on what is happening to her, especially if she grew up witnessing assault. She may not know what help is available. Violence has the effect of diminishing motivation in the victim. She might find it very difficult to survive financially outside the family home. She might still love the man and not want to do anything to hurt him (for example, have him arrested).

"Why does she finally decide to go?"

Often it is concern for the children which convinces the woman to take the first step.

"Why hasn't the father done anything about his violence?"

A man who would never think of hitting his boss may still hit his partner. It isn't a question of temper, but of who he believes he is "allowed" to hit. Billy's father has assumed a privileged place in the household and people don't give up privilege unless the costs are made very clear to them. A man will often seek help only after a charge has been laid or after he has lost his family.

"Why does Billy resort to violence in the garage?"

There is a payoff to violence, otherwise people wouldn't resort to it. This payoff usually comes in the form of establishing control over a situation or person. Similarly, a person may become violent in situations where the desire to control is frustrated. The need for this kind of control is linked to rigid expectations of authority structures and of male/female roles (or adult/child roles).

"Why is Billy constantly putting women down?"

Sexist attitudes and violence are deeply connected. A person diminished and objectified is more easily attacked. This strategy works for armies and football teams as well as for abusive men. Where did Billy learn these attitudes?

"Is hitting the only form of violence?"

Physical assault is the underpinning of other, more pernicious forms of abuse: verbal, psychological and emotional. How does Billy's father keep Billy in line the morning after the fight? What effect does this have on Billy?

"Is Freddie right to tell his teacher?"

Unless there is some kind of intervention, the violence does not stop. It tends to get worse over time. Who else could he turn to?

"Is it anybody's business how a family fights?"

Violence in the family has repercussions throughout the community.

"Is Billy doomed to be just like his father?"

Men can and do change. Many people brought up in violent homes are not themselves violent. Other choices can be made. Patterns which are learned can be unlearned. Before he can change, though, Billy must face up to what he has done and learn to recognize what brought him to the point of violence.

"Why is Billy so afraid of people finding out?"

"Why is it so important to keep the family together?"

"What can be done to help kids in the same situation as Freddie and Billy?"

"What would you do if Billy came to you for help?"

"What would you do if you were Billy?"